

FIGURE 5.1

MATCHING LEARNERS AND ASSESSMENT GENRES

K-2 Developmental Characteristics

Cognitive level is concrete operations; sensory-motor modalities dominate; egocentric; parallel play still dominates with the beginning signs of social interaction with other peers; strong need for primary affiliation with a key adult at school and parental surrogates; willingness to experiment and take risks; verbal skills generally more pronounced in girls; spatial-motor generally more pronounced in boys; evident disparities between various areas of development as in fine motor/gross motor differences; uneven development in speaking skills; reading and writing emerges at this level with the learner's fascination with sound-symbol relations.

Examples of K-2 Genres

captions	story boards
labels	story lines
simple research	graphs/charts
maps	joke telling
interview with a key question	observational drawing

Grades 3-5 Developmental Characteristics

Cognitive operations are moving through concrete functions with early signs of simple abstract thinking; students are able to combine several concepts and perceive cause-and-effect relationships; fascination with the world; excellent "reporters" and seekers of interesting information; social skills related strongly to peers and to teachers; enjoys large group projects; social concern for others emerging; physical stability and agility.

Examples of Grade 3-5 Genres

simple research report	extended research report
note cards	interview: question series
short stories	photo essay with text
artifact analysis	comparative observations
newspaper articles	

(continued)

FIGURE 5.1 — (continued)
MATCHING LEARNERS AND ASSESSMENT GENRES

Grades 6–8 Developmental Characteristics

Labile period of development; surge into formal operations; quest for personal identity; heightened sensitivity to ego and to views of peers; fascination with issues of fairness, justice, and trust; pronounced surges in physical development; uneven development among peers; self-consciousness about physical presence; concern for others conflicting with concern for self.

Examples of Grade 6–8 Genres

persuasive essays
analytic essays
hypothesis testing
blueprints and models
museum text/captions

descriptive essays
personal essays
issue-based forums
original play writing
four note-taking forms

Grades 9–10 and 11–12 Developmental Characteristics

Significant differences among 9th and 12th graders progressing from midadolescent concerns to pre-adult education; formal operations involving abstract concepts; projections; social life focused on smaller groupings and pairings; sexuality is an issue; physical maturity rapidly paces; focus on future and next steps.

Examples of Grades 9–10 and 11–12 Genres

position papers
business plans
choreography
film and literary criticism
work study analysis
case studies

legal briefs
anthologies
game book
senior project and defense
interview simulations
original musical compositions